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A Planning Project To Develop New/Improved Techniques and Procedures for Evaluating Elementary and Secondary Schools. Final Report.

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The report of the first phase of a six-phase, longrange project to develop procedures for evaluating elementary and secondary schools briefly outlines the total project, lists the objectives of the initial phase, defines general procedures of the project, and describes the several institutional and personal components of the project. Utilizing system concepts, the total project has been formulated in a five-part sequence. Retrieval or research (1969-70), design (1970-71), refinement (1971-72), evaluation (1972-73), and dissemination (1973-74). A listing of 23 findings of the planning staff includes verification of the need for the project, recognition of school evaluation as a timely topic among educational leaders, project influence on the improvement of the accreditation program of the project's sponsoring agency (Western Association of Schools and Colleges), and a pressing need to obtain certain information from schools on an annual basis for data analysis. (JK)

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A PROJECT TO DEVELOP NEW/IMPROVED

TECHNIQUES AND PROCEDURES

FOR EVALUATING ELEMENTARY AND SECONDARY SCHOOLS

WASC

FINAL STATUS REPORT

PLANNING GRANT

(JUNE 1, 1968 - DECEMBER 31, 1968)

OF OE PROJECT OEG 9-8-080245-0086 (010)

EA 002 252

.... A PROJECT OPERATED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, COMMISSION FOR SECONDARY SCHOOLS, ACCORDING TO THE TERMS OF A GRANT AWARD AUTHORIZED BY TITLE IV OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PUBLIC LAW 89-10)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Final Report

Project No. BR-8-0245
Grant No. OEG 9-8-0245-0086(010)

A Planning Project to Develop New/Improved Techniques and Procedures For Evaluating Elementary and Secondary Schools

Fred C. Adams

Western Association of Schools and Colleges

Burlingame, California

January, 1969

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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SUMMARY

Problem: How can new/improved techniques and procedures for evaluating elementary and secondary schools be developed?

Scope: This was a 7-month planning project, conducted in order to prepare for a 5-year design study with this schedule:

Retrieval	1969
Design	1970
Refinement	1971
Evaluation	1972
Dissemination	1973

The full project has as its objectives to:

1. Analyze all research on school evaluation
2. Design new/improved techniques and procedures for evaluating elementary and secondary schools.
3. Conduct field-testing, then refinement and comprehensive testing
4. Disseminate nationally by orientation and training sessions presented through multi-media packages
5. Coordinate with ES'70 (Educational Systems for the 1970's).

Objectives: This planning was to complete five specific tasks preparatory to the full-term project:

1. Recruitment of staff
2. Establishment of program schedule
3. Development of coordination with other agencies
4. Formation of a national and regional group
5. Initiation of a dissemination program

Results:

1. The full project is now ready for effective launching.
2. All objectives for the planning grant were achieved.
3. Improvements in existing accreditation were instigated.
4. Interest and concern for improved evaluation and accreditation were greatly increased.
5. The Western Steering Committee was formed, met twice, and became an effective contributing body to the project.
6. Coordination with a wide spectrum of the educational community was established.
7. An application for a continuation grant to fund the first year operation of the project was submitted to USOE on November 6, 1968.

Recommendation: That the full project be funded immediately.

Chapter I

SCOPE OF EFFORT

This Final Report is to communicate the results of the preparation and planning phase of the project to develop new/improved techniques and procedures for evaluating elementary and secondary schools. This project was operated by the Western Association of Schools and Colleges, (WASC), Secondary Commission, according to the terms of a planning grant authorized under the provisions of Title IV of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

The preparation and planning which this report covers was the first phase of a projected six-phase series of activities; the five remaining phases are scheduled to be a five-year program. This first phase reported herein was originally scheduled to be a five-month activity, but was extended to seven months (without requesting additional funds) because staff assignments and the nine-month schedule of school operation resulted in the additional two months producing significantly better planning and preparation for the full-term project.

During the preparation and planning phase, five specific tasks were completed:

1. Recruitment of staff
2. Establishment of the program schedule
3. Development of coordination with other agencies
4. Formation of a national and a regional advisory group
5. Initiation of a dissemination program

After the planning period, the five-year program is to consist of:

Phase II: Retrieval (research), 1969-70
Phase III: Design, 1970-71
Phase IV: Refinement, 1971-72
Phase V: Evaluation, 1972-73
Phase VI: Dissemination, 1973-74

Throughout the project, systems analysis and other modern management control and planning techniques will be employed. It is hoped that application of the new problem-solving technology of the defense and aerospace industries can furnish the answers to provide, for the first time, modern, objective, systematic, and dependable instruments and

procedures for assessing the quality of educational programs. Thus, as never before, there can be an accurate basis from which a school may design ways of increasing and improving the learning by its students.

The contribution to education that this project will provide is that the nation's elementary and secondary schools will have new evaluation techniques and procedures which will use for the first time:

1. Quality Assurance---assessing both the product and process of education.
2. Behavioral Objectives---utilizing specific, measurable goals for every facet of education, grades 1 - 12.
3. Program Budgeting---using long-range planning and cost analysis to help determine educational effectiveness.
4. Self-Evaluation---using modern techniques of the social sciences in assessing instructional programs.
5. Innovation---adapting to education the improved management techniques of business, industry and government.

The emphasis of this project will be on these points:

1. Starting with existing instruments and current research as the basis for new designs.
2. Designing ways for a school to measure itself so that it will have a more objective basis on which to develop an effective program of instructional improvement.
3. Utilizing specific measurable behavioral objectives as basis for evaluating the effectiveness of instruction.
4. Exploring the potential of totally new techniques of evaluation.
5. Developing materials and procedures which will produce results in which the public and the profession will have confidence.

The specific tasks to be accomplished in the six-phase series of activities are:

Phase I - Preparation: (Completed; reported in this document)

1. Recruit staff
2. Establish the program schedule
3. Develop coordination with other agencies
4. Form a National and a Regional Advisory Group
5. Initiate a dissemination program

Phase II - Retrieval: (1969-70)

1. Research the WASC library of more than 500 school self-evaluation reports.
2. Specify additions and deletions of the statistical data now being gathered
3. Data processing - design a format for reporting statistical data so that, as much as possible, it can be computerized for processing.
4. Research the more than 855 reports of Visiting Committees to identify areas of major strengths and weaknesses.
5. Analyze the more than 400 progress reports of schools having received full terms of accreditation.
6. Review recent literature on instructional evaluation to identify current philosophies, approaches, procedures and techniques.
7. Develop specific plan for coordination with ES'70.

Phase III - Design: (1970-71)

1. Coordinate and relate activities of this proposal with those of the National Assessment and other organizations who are interested in school evaluation.
2. Begin writing of specific behavioral objectives for all levels of education in elementary and secondary schools, coordinating such work with ES'70.
3. Utilize subject-matter consultants, classroom teachers and curriculum groups, to insure inclusion of their concepts and emphasis.
4. Develop a series of instruments for the evaluation of schools for grades 1 - 12.
5. Write and produce multi-media presentations for orientation of teachers, administrators and the public on the approach, emphasis and the need for these new techniques and procedures which are being developed for evaluating elementary and secondary schools.

Phase IV - Refinement: (1971-72)

1. Field test the instruments and procedures.
2. Conduct follow-up conferences in schools that field test instrument, to obtain suggestions for improvement.
3. Refine instruments and procedures.
4. Prepare instruments and procedures for comprehensive testing.
5. Present workshops, to orient professional staff to new evaluation procedures and techniques.

Phase V - Evaluation: (1972-73)

1. Comprehensive field testing.
2. Revise the instruments and procedures.

Phase VI - Dissemination: (1973-74)

1. Publish the results of field testing of the instruments and procedures.
2. Complete final editing of materials.
3. Make materials available to all schools in the nation.
4. Provide multi-media orientation and training programs on use of the materials.
5. Provide consultant services as needed to use the materials.
6. Close out the project.

Chapter II

METHODS

1.0 Orientation:

Organizational charts and procedures were developed by the Project Coordinator (WASC Executive Secretary), the Project Director, and the WASC Office Manager. The purpose of these materials was to assure a close working relationship between, on the one hand, the existing and continuing WASC program of evaluation and accreditation, and on the other hand, the program to develop new/improved techniques and procedures for evaluating elementary and secondary schools. In addition, these materials were designed to provide an organizational structure that, as the project grew, would insure a clear identification of roles regarding policy-making vs. management and policy implementation.

The individual who was selected and served as Planning Grant Director was well versed in the history, development, and operation of the current WASC program; however, since this authoritive background may not be possessed by all new staff members who may have to be added as the project develops, it will be particularly important that a comprehensive orientation program be available for those new staff members who may need such preparation. Thus such materials as the Chart of Policy-Making, included as Appendix 1.0 of this report, are in a format designed to provide consistency and stability as the project staff increases and the operation expands.

2.0 Place:

At the beginning of the planning grant, it was determined by the project staff that the systems approach would be utilized during the planning grant and preparation of the project application for the five-year operational grant.

When we refer to the system approach, we mean system analysis, management techniques and project planning and control. These concepts are defined as they are used in the activity of the preparation and execution of research and the development of the project.

The following are the definitions used by the project staff:

2.1 Project - An organization unit dedicated to the attainment of a goal---generally the successful completion of a development product, on time, within budget, and in conformance with pre-determined performance specifications.[1]

2.2 Planning - Outlining the future and/or deciding in advance what is to be done. The output of the planning process is to bring about behavior that leads to desired outcomes. The plan must describe actions, outcomes, and serve as a formal tool or vehicle for management.[2]

2.3 System Analysis

2.3.1 System - The orderly or logical arrangement of interdependent components or parts into a connected or interrelated whole to accomplish a specified goal.

2.3.2 Analysis - Principle of disassembly.

2.4 Management Technique - A process which involves the functions of planning, organizing, directing, and controlling the personnel and other resources needed to accomplish an objective or goal. The management systems are designed to provide information and the decision-making operation is left to the human manager.

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[1] Paul O. Gaddis, "The Project Manager," Harvard Business Review, Vol. 37 (May, 1959), 89-97.

[2] James C. Emery, "The Planning Process and Its Formualtion in Computer Models," Spartan Books, (Washington, D.C., 1965).

The following general steps were taken in planning and controlling this project.

1. Established objectives
2. Established project definition
3. Established project plan
4. Established schedule

After these were accomplished, the many tasks needed to reach the stated objectives were defined in terms of a mission profile for the planning grant. Then first and second level flow block diagrams for the five-year operation project were prepared. They are included in Appendix 2.0 of this report.

The network system technique of PERT/CPM were used in the project application itself, and appear as pages 23-25 of that document. Page 24 of the application indicates the schedule on the basis of 3 1/2 full-time professional staff being funded by the grant; page 25 indicates the schedule on the basis of the originally projected staff of 7 1/2 full-time professionals. Obviously, this reduction in staff will have an impact on the extent and number of objectives for the project which can be achieved; the impact of these factors are indicated in Chapter IV, "Conclusions and Recommendations, " of this report.

3.0 Schedule:

The schedule for the planning grant and the five-year operational project was determined by the extensiveness of the mission. The proposal was to establish a task force through the professional organizations, State Department of Education, colleges and universities, United States Office of Education, and ES'70 Network. Design of that task force would then assist in the instruments and procedures which would use techniques of quality assurance to assess both the product and the process of the programs in a school.

The proposed work schedule for the planning grant included the following:

3.1 Orientation
3.2 Plan
3.3 Schedules
3.4 Dissemination
3.5 Western Steering Committee
3.6 Recruit Staff
3.7 National Advisory Committee

Some of the constraints identified during the mission were limited time and limited number of personnel. The details of the work schedule that was followed is illustrated in Appendix 3.0 of this report.

4.0 Dissemination and Diffusion:

Throughout California and the Nation, great interest has been shown for the need for new/improved techniques for assessing the quality of the educational program. This developing awareness and interest, which was generated during the planning grant, has produced increased requests for information from the WASC Project Office. A summary of the project dissemination list is included in Appendix Section 4.0.

The diffusion plan of the WASC Project is to include provision for the wide distribution of revised and/or new evaluation instruments as they are developed, to people in the field for recommendations for improvement.

Whereas the dissemination program is designed to furnish interested people with information concerning the WASC Project, the diffusion plan, on the other hand, is designed to promote and facilitate an understanding and adoption of new/improved techniques for the evaluation of elementary and secondary schools. Every form of printed media will be utilized in an effort to achieve the project goals. A wide variety of methods will be utilized depending upon the nature of the communication to be transmitted and the levels of effectiveness desired in the response.

The objectives of the dissemination program for the full project are:

1. Publish the results of the field-testing of the instruments and procedures.
2. Complete final editing of the materials.
3. Make the materials available to all schools in the nation, including teacher preparation centers.
4. Provide multi-media orientation and training programs on the use of the materials.
5. Provide consultant services as needed to use the materials.

The following contacts have been made for basic information regarding establishing dissemination program for the project:

1. San Mateo PACE Center
2. Operation P. E. P. (Preparing Educational Planners)
3. San Jose PACE Center
4. Northwest Regional Laboratory - Dr. Ken F. Symon, Director of Communications and Dissemination
5. Center for Communication Study, National School Public Relations Association, Santa Barbara, California - Mr. Robert Olds, Director.
6. Far West Laboratory, Berkeley, California

The following materials have been prepared during the planning grant:

1. Project Abstract
2. Progress Reports
3. Newsletters
4. Questionnaires
5. Overhead Transparencies
6. Slides
7. Publications of other professional organizations.

Copies as appropriate of these materials are included in the Appendix to this report, in Section 4.0. Of particular note are the Progress Reports of July 29 and October, 1968, the P. E. P. materials, and Analysis of the WASC Design for Secondary School Evaluation, prepared by the Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles.

In addition, suitable briefs about the project have appeared in such publications as CASSA News, the newsletter of the California Association of Secondary School Administrators, which is distributed to 4200 readers each month.

In all dissemination materials which have been prepared, the Standards for Educational Public Relations Programs, as adopted by the Executive Committee of the National School Public Relations Association, have been used as guidelines.

One of the strong aspects of the present WASC -Secondary Commission Program has been the close working relationship with

the professional people in the field. The existing program was not developed in a vacumn, but called very freely upon people in the field. The project has been developed and will continue to expand upon this basic philosophy. During the planning grant, every opportunity was utilized to make people in the field aware of the project and request their assistance in recommendations on how the existing program can be improved, as well as improving the project. This feedback data on existing program has been forwarded to professional committees for instant implementation for those suggestions that can be incorporated next year or as soon as possible. The same applies to suggestions on the project.

5.0 Western Steering Committee:

The 19-member committee was formed to provide direction for the development of the project. Representatives are from professional education associations, business and industry, government, and State Departments of Education of California and Hawaii.

The purposes of the Steering Committee are:

1. To serve as communications links between the project and the various groups represented on the committee.
2. To work with the Project Staff in refining documents.
3. To assist the Project Staff in disseminating information about the project.

Two meetings of the entire Steering Committee have been held, on July 29, 1968, with 21 members and observers present, and on October 21, 1968, with 25 members and observers present. Among the major accomplishments of the committee are these:

1. Became informed about the total project through a series of three slide and transparency presentations which answered these questions:

    a. What is the present accreditation program?
    b. What is wrong with it?
    c. How can it be improved?

2. Identified the commitment each organization represented would offer.
3. Specified concerns about current assessment of school programs, and indicated possible solutions.
4. Suggested task forces, subcommittees, etc. in their own and other organizations which could support, associate, or otherwise relate and participate in the project.
5. Reviewed and revised the application for the full-term project, through a series of five discussion groups which met independently to prepare detailed suggestions about the proposal; from these meetings, seven pages, listing 66 specific suggestions, were submitted, and subsequently incorporated as appropriate in what then became the final application.

The names of the members and the organizations they represent are detailed in Appendix 5.0 of this report.

6.0 Recruit Staff:

For the full-time project, there needed to be personnel recruited for three full-time and one half-time position: A Project Director, Assistant Director for Research, Research Assistant, and the half-time assignment of Dissemination Specialist.

A seven phase program for this staff recruitment was developed and undertaken. First, letters of general announcement of the openings were sent to the three major educational placement centers in the state, University of California at Los Angeles, University of California at Berkeley, and University of Southern California. Appointments were made with leaders of these centers to make them aware of the project, outline staff needs, establish specifications for the positions, and to solicit their cooperation and assistance.

Next, letters were sent to 92 additional sources which might suggest candidates, including placement services at California's state colleges, private colleges and universities, and out-of-state placement offices in Colorado, Arizona, Indiana, New York, Hawaii, Illinois, and other locations. This mailing was derived from the Directory, 1968, of the California Educational Placement Association, and the comparable publication of the Association for School, College and University Staffing.

Then, in developing the detailed job specifications, the Guide to Writing Position Descriptions of American Management Association was followed and the job description, qualifications, application procedures, and other related details were prepared.

As the fourth phase, these job specifications were mailed to the placement offices. The listing of responses followed, and a screening process was designed. The final, seven phase, would be the mailing of letters to the applicants, both successful and the others, and to the participating placement officers.

To date, a total of 85 applications have been received for the three full-time and one half-time position; these have been reviewed, screened to select the top candidates, and are at this writing awaiting actual interviews contingent upon receipt of notice of funding by the USOE of the full-term project.

Examples of the correspondence, full listings of the educational placement centers contacted, and other appropriate materials are included in Appendix 6.0 of this report.

7.0 National Advisory Committee:

The tentative membership of this group would include 20 representatives of educational leadership, business, legislation, and five practicing classroom teachers representing national associations in various subject matter fields. Specific individuals have not yet been selected, but will be as one of the initial steps as soon as funding of the full-term project is received; however, the 20 members have been suggested by position of the various groups or organizations from which representation would be sought, and are listed as Appendix 8 in the final project application and in Appendix 7.0 of this report.

7.1 Research Coordinating Committee:

This committee has been formed and the initial meeting held on December 17, 1968, at which ten members were present, representatives of various groups doing research in the field of evaluation of education. Membership, listed by name, position, organization, and location, is included in Section 7.1 of the Appendix of this report.

The purpose of this committee is to assist the project staff, as a consultant body, in the areas of research design, development of new techniques for evaluation, and development of procedures to make the new evaluation instrument workable.

The next meeting of this group will be scheduled as soon as definite information is received from the United States Office of education regarding funding of the project.

7.2 Research Library:

A research library, especially selected to support the goals of this project, has been established at the WASC (Western Association of Schools and Colleges) office, the location of the operation of this planning grant. From more than 100 different sources, including state departments of education, colleges and universities, professional organizations, school districts, research organizations, research and development centers, and others, a total of 276 publications have been received through invitation by correspondence and personal conferences.

8.0 Submit Final Application:

The application for a continuation grant to fund the first year of operation of the project, January 1, 1969 to December 31, 1969, was submitted on November 6, 1968, to the U. S. Commissioner of Education for support through authorization of the Bureau of Research. The 34 page application, including planning charts and two appendixes, was written by the planning project staff and reviewed in detail by the Western Steering Committee, from which a great many specific, detailed as well as broad, policy suggestions, were developed, as detailed in section 5.0 of this report.

The application was delivered to Dr. Duane Nielsen's office by the Planning Project Director, who held a total of 12 meetings with various USOE personnel during a three-day series of meetings in Washington, D. C. on November 6-8, 1968. Details of that schedule are included as Appendix 8.0 of this report.

Chapter III

FINDINGS AND ANALYSIS

The major findings of the staff of this planning grant are:

1. The need for the project was established beyond question, demonstrated through the great state-wide and national interest in the education profession as well as many contacts in business, industry, and related activities concerned with the assessment and evaluation of education.

2. The weakness of the present evaluation and accreditation processes were emphasized and clarified.

3. The extension of the original five-month planning grant to a seventh-month activity, without increased cost, was needed in order to attain successfully all of the goals established for the planning grant.

4. Great visibility of enthusiasm for the project was created.

5. The potential influence of the proposal to reach right down into the classroom---to reach the student as "the forward cutting edge of education"---became evident.

6. The uncertainties of funding to execute the full program upon the completion of this planning grant required the expenditures of engergies, time, and dollars which should have gone for additional planning and for implimentation.

7. From the activities of the planning grant, a number of specific actions were revealed which could be taken immediately to improve the existing accreditation and evaluation processes, including:

    a. Revising existing accreditation forms on the basis of the Analysis of the WASC Design for Secondary School Evaluation, as developed by the Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles, rather than waiting five years for completion of the full study.

b. Making plans to incorporate improvements as they become available during the project, rather than waiting for completion of the full-term of the study.

c. Capitalizing on the recommendations of the Evaluation Committee of CASSA (California Association of Secondary School Administrators).

d. Conducting a summer workshop in accreditation and evaluation, in order to upgrade immediately the process for those schools about to undertake the procedure during the coming academic year.

e. Utilizing the reactions and recommendations from the Steering Committee to make immediate improvements in the forms and procedures.

f. Initiating a study to obtain recommendations from Visiting Committees, faculty committees, and others involved in the current accreditation process, to find out what they see as important, relevant, and yet not explored in existing assessment program.

8. Recognization of the need for immediate revisions and for expanding membership of the Secondary Commission of WASC (Western Association of Schools and Colleges), the agency for this project.

9. The need to establish a detailed, specific program to do this job---the need for this particular planning project itself, in order to get ready to do the main job, that of developing new/improved techniques and procedures for evaluating elementary and secondary schools.

10. The great many education administrators, teachers, board members, and laymen who are looking to this project for answers they need.

11. School evaluation has become the "hot topic" at educational conferences, seminars, and in the literature.

12. As a result of insights and changes coming from the planning grant, there will be improvements in the WASC (Western Association of Schools and Colleges, the applicant) accreditation program even if the full-term project were not funded.

13. There is a definitive need for more specific long-range planning of the entire WASC program.

14. There is a definite and pressing need to obtain certain information from schools on an annual basis, computerized, and in association with other organizations, including:

    a. The State Committee on Standards for Achievement and evaluation

    b. The State Committee on PPBS (Program Planning and Budgeting System)

    c. The State Committee on Information Retreival (established by the California State Legislature)

15. The planning project has brought into focus the need for WASC to expand its program of self-review and improvement of its instruments, techniques, and procedures.

16. The objectives of the full project designated for the first year may not be achievable to the degree originally anticipated because limitations imposed in preparing the application on funds and personnel---particularly the reduction of the proposed staff from 7 1/2 to 3 1/2 positions.

17. There is a need to explore other ways of achieving these goals, such as getting other organizations or agencies to take on some specific tasks, as has been done with the University of California at Los Angeles to study the present instruments.

18. The primary need is to revise the on-going evaluation program at the same time that the evaluation program of the future is developed, thereby adapting the old to the new---to "wed" the existing and the projected.

19. WASC, the applicant, is the best agency to field-test whatever may be developed at various college research centers which may be concerned with the accreditation and evaluation problem, as this association could provide a broad, numerous, and representative selection of schools for trying out new accreditation and evaluation programs.

20. The approach for accreditation revisions proposed by this project has been well-received by all schools which have learned of the program.

21. This project has established for the first time a group of widely varied interests in education, through its Western Steering Committee, to be concerned about school evaluation, incorporating as never before the ideas, efforts, and personnel of industry, business, and other fields, whereas in the past, school people alone have instigated accredition programs.

22. This planning project has revealed how very little educators know about the accreditation program as it now exists, and the project has already made many people much more aware and knowledgeable, and it is anticipated that this will have major benefits in the future of school accreditation and education in general.

23. School evaluation has been pretty much a "closed shop" effort in the past, but now it has been opened up to a broader base, not only outside of education, but as importantly, within education, through involvement of teachers groups to a degree not previously experienced.

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

The major conclusions and recommendations, in addition to those stated in the previous chapter, are:

1. An evaluation system is needed for the project itself, in order to determine now well the project is progressing towards its objectives.

2. A system is needed to provide feedback to the project staff from the field---the classroom teacher, the building school administrators, as well as the organization, association, university, college, research, and other agency participants.

3. Quality assurance groups are needed to insure quality and relevance of the work of the project.

4. An Executive Board for the project is needed, in order to broaden the base for policy-level decisions, yet not require the time of, nor the time for, such decisions by, the full Steering Committee, WASC Secondary Commission, and other agencies which are to become involved.

5. A program for data collection and analysis needs to be developed.

SUPPLEMENTARY AND APPENDIX MATERIALS

1.0 Letters of endorsement have been received from a wide variety of associations, including, among others:

California Association of School Psychologists and Psychometrists

California School Boards Association

California Association of School Administrators

California Association of Secondary School Administrators

California Association of Student Councils

Western Catholic Educational Association

Advisory Commission on School District Budgeting and Accounting, California State Department of Education

California Association of Health, Physical Education and Recreation

2.0 Glinski, Richard J., and Glinski, Bernice C., Analysis of the WASC Design for Secondary School Evaluation (Preliminary Draft), Los Angeles, University of California, October, 1968, p.60.

SUPPLEMENTARY AND APPENDIX MATERIALS

CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS

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1968 – 1969

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453 Melville Avenue
Palo Alto, California 94301

Ethics Committee Chairman
WALTER L. WINTERS, Ph.D.
1902 - 17th Street
Huntington Beach, California 92646

Legislative Chairman
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402 Casa Linda Drive
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Research Committee Chairman
JOHN C. GOWAN, Ph.D.
San Fernando Valley State College
Northridge, California 91324

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State Consultant
ANNE UPTON, Ph.D.
State Department of Education
Sacramento, California 95814

Professional Secretary
SANDRA C. GOFF, M.A.
148 Clifford Terrace
San Francisco, California 94117

December 10, 1968

Mr. J. Wesley Berry, Executive Secretary
Western Association of Schools and Colleges
Accrediting Commission for Secondary Schools
1499 Bayshore Highway, Suite 240
Burlingame, California 94010

Dear Mr. Berry:

We feel, through the changing demands of school districts over the last twenty years, that the role of psychologist has been revised many times over and, unfortunately, we are aware that inequities exist in how a school district should not only perceive the role and function of the school psychologist, but ultimately, how to most properly utilize these important services.

The professional standards committee of CASPP has completed an extensive survey of school psychological services within San Mateo County; a statewide survey is now under way. The ultimate goal of the professional standards commitee will be to recommend appropriate corrective measures to our organization.

Recently, Mr. Simpson, Chairman of the CASPP Professional Standards Committee, and I, had the opportunity to meet with Dr. Fred Adams to review in detail both the concerns and goals of our committee. Subsequent to our meeting with Dr. Adams, we sense the services of this committee and this organization can be of assistance to you in the development of your efforts to better services to secondary schools.

It is our feeling that any evaluatory instrument must assess both the scope and quality of psychological services utilized by a school district. We are concerned that such survey, evaluation, and accreditation techniques can be conducted or assisted by psychologists; therefore, we offer our services both as a committee and as a professional organization.

We look forward to working with the Accrediting Commission.

Sincerely yours,

Alan J. Henderson

AJH:RD

Alan J. Henderson
Secretary
CASPP Professional Standards Committee

CSBA

California School Boards Association

455 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814
TELEPHONE (916) 443-4691

December 12, 1968

Mr. Fred C. Adams
Project Director, Accrediting
Commission for Secondary Schools
1499 Bayshore Highway
Burlingame, California 94010

Dear Fred:

The Board of Directors of the California School Boards Association has endorsed the request of the Accrediting Commission for Secondary Schools for federal funding of a project to seek improvement in school districts evaluation and accreditation. The committee heartily supports the aims and purposes of the project and completely supports the concept of the desirability for federal funding.

Sincerely yours,

Joseph M. Brooks
Executive Secretary

JMB:ssb

ENDORSEMENT OF WASC PROJECT

The Board of Governors of the California Association of School Administrators has endorsed the application of the Western Association of Schools and Colleges for funds for "A Project to Develop New Techniques and Procedures for Evaluating Elementary and Secondary Schools."

In view of the intense interest in evaluation of our schools on the part of the California State Legislature, taxpayers groups, professional organizations, and citizens in general, there is a need for a task force representative of such groups to examine in depth modern, objective, systematic, dependable procedures for assessing the quality of educational programs.

The California Association of School Administrators commends the Accrediting Commission for Secondary Schools of the Western Association of Schools and Colleges for its excellent leadership in the devolpment of evaluation instruments for secondary schools. This recent experience and success should justify confidence in that organization to sponsor a project to further refine the procedures for evaluation of secondary schools and to enlarge its scope to include the area of elementary schools as well.

The California Association of School Administrators appreciates the opportunity to have been involved in the preliminary planning, expresses its desire to continue to participate, and pledges its support to the proposed project.

CASSA

September 30, 1968

J. Wesley Berry
Executive Secretary
Accrediting Commission for
Secondary Schools
1499 Bayshore Highway
Burlingame, California 94010

In response to the request of the steering committee with regard to our position and desired involvement in the evaluation project, the following statement of endorsement and commitment was adopted by the CASSA Executive Board at its meeting Friday September 27. I trust this will be adequate for presentation to the steering committee on October 21.

CASSA applauds the efforts of WASC to improve the evaluative process designed to improve secondary education and is prepared to provide consultative services of its staff and officers as well as those in its membership who have developed an expertise in evaluation and accreditation. The organization will gladly provide space in its communicative publications to publicize project information and progress. CASSA wishes to maintain its close contact through direct participation on committees connected with this project and also wishes to continue its service to WASC in helping to plan and develop the evaluative instruments.

CASSA's concern about the assessment of school programs has been long standing and, since the present instruments used by WASC were CASSA developed, our concerns appear to be similar to those of WASC. CASSA is currently playing an important part in the study of Assemblyman Greene's Advisory Committee on Testing and Evaluation. We are hopeful that evaluative techniques can be developed and refined to better evaluate the quality of our programs as shown by the product of our schools. We strongly submit that this assessment can best be done within the profession and that self-evaluation has proven to be a very important factor in the evaluative process. Continued efforts to effectively include all segments of the school community in evaluative studies are encouraged.

CASSA will keep its executive board and representative council fully informed at all meetings of the progress of the project and, as is indicated above, informative publications of the organization are available to contact the entire membership.

CASSA's Committee on Secondary School Evaluation will be kept abreast of the study and its chairman will serve as an alternate to the steering committee. This committee on evaluation will be available to help with the study in any way possible subject only to the limitation of the time of its members.

Sincerely,

Donald R. McKinley
First Vice President

jl

CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS
1705 MURCHISON DRIVE - BURLINGAME 94010 - AREA CODE 415, 697-5831

THE CALIFORNIA ASSOCIATION OF STUDENT COUNCILS

SPONSORED BY
CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

November 14, 1968

DON SEGERSTROM
State President
Sonora High
Sonora

LIBBY SISK
State Vice President
Napa High
Napa

KATHY POTTER
State Treasurer
Pittsburg High
Pittsburg

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Sonora High
Sonora

LYNN FOSTINE
State Librarian
Santa Rosa High
Santa Rosa

MR. THOMAS DUSEK
State Advisor
James Lick High
San Jose

MR. FRANK BORREGO
Advisor of State President
Sonora High
Sonora

Mr. J. Wesley Berry
Accrediting Commission for Secondary Schools
1499 Bayshore Highway
Burlingame, California 94010

Subject: Official endorsement of the Western Association of Schools and College's Western Steering Committee.

Dear Mr. Berry:

As per your request, at the October 20 meeting of the California Association of Student Council's State Cabinet meeting, included in the agenda was a discussion regarding participation in the Western Steering Committee. The State Cabinet felt that the student voice in programs such as these must be heard, so the California Association of Student Councils wishes to give a full endorsement to the program of the Western Steering Committee, with an added committment for full and active participation for the full five year program.

The student concern in accreditation is obvious. A program which accredites an institute of higher education must concern itself with how the education received helped or hindered the product. To be successful and objective, an accreditation program must avoid entangling itself with materialistic appraisals. It does not matter if a school library has 200,000 volumes if none are recent or of any quality. An accreditation program must insure that a student receives a relevant education, a quality education; not a static plan for programed living.

The student voice in this program is necessary to insure that his proposal speaks for all of the educational field. Students are now refusing to be told; they ask to be spoken to.

THE CALIFORNIA ASSOCIATION OF STUDENT COUNCILS

SPONSORED BY
CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

The California Association of Student Councils praises the Western Association of Schools and Colleges for its efforts in trying to improve the present program of Accreditation, and in feeling that the student voice is a necessary part in the objective workings of the Western Steering Committee.

Sincerely yours,

Donald Segerstrom

Donald Segerstrom, Jr.

DON SEGERSTROM
State President
Sonora High
Sonora

LIBBY SISK
State Vice President
Napa High
Napa

KATHY POTTER
State Treasurer
Pittsburg High
Pittsburg

JAYNE GUNDERSEN
State Secretary
Sonora High
Sonora

LYNN FOSTINE
State Librarian
Santa Rosa High
Santa Rosa

MR. THOMAS DUSEK
State Advisor
James Lick High
San Jose

MR. FRANK BORREGO
Advisor of State President
Sonora High
Sonora

Western Catholic Educational Association
POST OFFICE BOX 1499 SANTA ROSA, CALIFORNIA 95403 (707) 545-7610

REVEREND JAMES P. GAFFEY, PH.D.
PRESIDENT

November 4, 1968

Mr. J. Wesley Berry, Executive Secretary
Accrediting Commission for Secondary Schools
1499 Bayshore Highway
Burlingame, California 94010

Dear Mr. Berry :

May I take this opportunity of expressing the vigorous commendation of the Western Catholic Educational Association for the effort of the Western Association of Schools and Colleges to improve the process of self-evaluation and accreditation of secondary schools. Particularly impressive is the comprehensive character of the Steering Committee, which includes various members of society who can substantially contribute to education or judge the product.

As President of the Western Catholic Educational Association, I am delighted to serve on the Steering Committee, either as a full member or as an observer, and plan to be in close association with it during its five-year program. I am particularly interested in the issue of how the Committee will strenghten the QUALITATIVE dimensions of evaluation based upon each school's statement of philosophy and objectives. The eight superintendents of schools in the Western Catholic Educational Association will be kept notified of the progress of the Steering Committee at their regular meetings and through bulletins.

WCEA's association with the Accrediting Commission for Secondary Schools, WASC, has been pleasant and ever enriching and I am pleased to acknowledge our gratitude for the excellent services in evaluation and accreditation and look forward to the critically important work of the Steering Committee .

Yours sincerely,

James P. Gaffey

Monsignor James P. Gaffey
President, WCEA

JPG/rd
cc : Sister M. Grace

MAX RAFFERTY
Superintendent of Public Instruction and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

RAY H. JOHNSON
Associate Superintendent; Chief, Division of Public School Administration

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
ADVISORY COMMISSION ON SCHOOL DISTRICT BUDGETING AND ACCOUNTING
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

COMMISSION MEMBERS
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Chairman
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David H. Brodie
Frederick G. Fox
Edward N. Glaeser
Charles T. Glenn
Joseph E. Haring
J. Russell Kent
John R. Lavinder
Erick L. Lindman
Patrick J. Riley

December 3, 1968

Mr. J. Wesley Berry, Project Coordinator
Western Association of Schools and Colleges
1499 Bayshore Highway, Suites 240-44
Burlingame, California 94010

Dear Mr. Berry:

The Advisory Commission on School District Budgeting and Accounting supports the Western Association of Schools and Colleges' project to develop new and improved techniques and procedures for evaluating elementary and secondary schools. The California Legislature authorized the Advisory Commission, in the 1967 Session, to develop and implement a system of Planning Programming Budgeting (PPBS) in all California school districts. A key component of PPBS is the evaluation of school programs in meeting the stated objectives of the school district. The WASC five-year project will provide procedures and techniques that have been heretofore unavailable.

The Advisory Commission and the Western Association of Schools and Colleges should plan to work closely in the coming months, as mutual benefit would accrue to both organizations. The Commission commends WASC for taking a leadership role in a most difficult field, and stands ready to provide any assistance that you may desire.

Sincerely,

Dale H. Scott
Chairman

DHS/as

California Association for Health, Physical Education and Recreation

1705 Murchison Drive, Burlingame, California 94010 (415) 697-1400, Ext. 331

WILLARD B. KNOWLES
Executive Secretary

PAUL M. HILLAR, President
Stanislaus County Dept. of Education
P. O. Box 1697, Modesto, Ca. 95354

October 16, 1968

Dr. Fred C. Adams
Western Association of Schools
and Colleges
Accrediting Commission for
Secondary Schools
1499 Bayshore Highway
Burlingame, California 94010

Dear Fred:

This is to formally advise the WASC that the California Association for Health, Physical Education, and Recreation supports your project in revising criteria for accreditation and would be happy to participate in such a project. We think this is a valuable contribution to improving the total program of all curriculum areas.

I would appreciate it very much if you could provide us with an article for our Journal on those aspects of WASC which would be of most interest to our membership, including the proposed project and potential involvement of CAHPER. The article should not be more than 1,500 words in length and must be received by our editor, Willard Knowles, by November 1.

We are happy to participate in informing our 5,000 members of the fine work WASC has been doing and their future objectives.

Very truly yours,

PAUL M. HILLAR
President - CAHPER

PMH:mlb

cc: Willard Knowles

36th Annual Conference
March 28 through
April 1, 1969
Sacramento State College

TED H. HUCKLEBRIDGE, Past President
JOY CAUFFMAN, President-elect
JOSEPH LANGAN, VP Health Education
GERALD B. WYNESS, VP Physical Education
JACK G. SMITH, VP Recreation
ROBERT HUGHES, VP Boys' and Men's Athletics
SYBIL HILTON, VP Girls' and Women's Sports
LYNDA DAVIS, VP Dance

Reply to: